

# St George's Nursery and Pre School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY423609
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Lilyanne Taylor

<b>Setting address</b>	Arreton St. Georges C of E Primary School, Main Road, Arreton, NEWPORT, Isle of Wight, PO30 3AD
<b>Telephone number</b>	01983826186
<b>Email</b>	knlchildcare@fsmail.net
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St George's Nursery and Pre School registered in 2011. It is one of three settings owned and managed by KNL Childcare Ltd. The settings operate from Arreton St. Georges Church of England Primary School on the Isle of Wight. They have use of a classroom within the school premises and a mobile building sited in the school grounds. The settings have their own secure outdoor play areas. The pre-school and nursery is open Monday to Friday from 7.45am to 6pm for 50 weeks per year. They do not open during the two week Christmas holiday period or on Bank Holidays.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration allows for a maximum of 45 children under eight years to be cared for at any one time; of these, all may be in the early years age range. Currently there are 69 children in the early years age group on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The owner holds a National Vocational Qualification (NVQ) at level 4 and she employs a manager and 15 staff to work with the children. The manager holds a Degree in Childcare and all staff hold relevant early years qualifications ranging from NVQ at level 2 through to NVQ at level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in all areas of their learning. They are cared for by a well-established staff team who have a good understanding of their individual needs. Overall, an inclusive environment is provided and most regulatory requirements are met. A system for working in partnership with all early years providers children attend is not fully in place. The staff team continuously strive to improve the setting. Through recent changes to the organisation of the provision, children over three years now have sole access to a secure outdoor play area and children under three have their own premises.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure parents are informed of any accidents or injuries their children sustain whilst in the care of the provider and of any first aid treatment that was given(Safeguarding and promoting children's welfare)
- 20/09/2011

To further improve the early years provision the registered person should:

- include all Early Years Foundation Stage providers children attend when working in partnership with others so that the care and learning of all children is able to be continuously supported
- extend the range of activities and resources provided so children have the opportunity to increase their knowledge and understanding of all cultures living within their community.

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment procedures along with systems in place to check existing staff ensure children are only cared for by suitable adults. All staff have a comprehensive awareness of safeguarding issues and the procedures they should follow should they have any concerns. Staff demonstrate a high level of commitment to promoting children's safety. Security is given a high priority, and children are supervised at all times. Written risk assessments along with ongoing visual checks ensure areas and equipment remain safe for children to use. Children are cared for by a qualified and experienced staff team. The day-to-day running of the setting is delegated by the owner to a very competent manager. Staff are committed to ensuring their knowledge of all aspects of childcare and child development remains up to date and they attend training regularly. They act as good role models and in this respect children benefit and enjoy the experience of being cared for by male and female staff.

Children are provided with a bright, welcoming and spacious environment in which they start their learning journeys. They have access to a wide range of resources and equipment which is well organised, kept clean and maintained in a safe, useable condition. Children are able to move freely within their base rooms, selecting resources of their choice which increases their independence and builds their confidence. All children and their families are respected and treated as individuals. Resources show positive images of diversity and children learn about some of the cultures of others through various activities and resources. However, these do not fully support children to gain an understanding or awareness of all the cultures that live in their immediate community.

Each child has a key person who regularly liaises with parents. Records that show the progress children have made over a period of time and the plans for moving them forward in their learning are shared with parents. Parents are invited to share any progress their children make at home. Staff respond well to feedback from parents. For example, the individual daily diaries for children under three are now sent home. These inform parents of the care their children have been provided and any milestones they may have achieved.

Parents are provided with a very detailed prospectus that includes all the operational procedures the setting follows. In order for staff to be able to provide

appropriate care and education for children, parents are requested to fill in various forms contained in the welcome pack. Detailed records of all accidents and injuries to children are kept. However, parents are not always informed of these and this is a breach of requirements. The care and learning of most children is able to be continuously supported through the systems in place for working with other agencies and some early years settings children also attend. Self-evaluation highlights the setting's strengths and areas for future improvement. For example, to help support parents to continue their children's learning at home, drop-in sessions are to be introduced. During these events parents or carers will be invited into the setting to stay and play with their children. This will help them recognise and understand the potential learning that can be gained from each play activity.

## **The quality and standards of the early years provision and outcomes for children**

The effective implementation of a key person system ensures all children are supported to reach their full potential given the knowledge staff have of their starting points. Staff interact well with the children and observations they make on are used well to monitor their progress and highlight the next steps in their development. Children generate their own learning by confidently choosing equipment and toys they wish to play with. Wall displays reflect children's interests and show they have the opportunity to engage in a wide range of creative activities using different media and techniques.

Babies are extremely content and settled because their health, physical and dietary needs are met. They are fed on demand and able to sleep undisturbed in cots that are equipped with fresh bed linen for each sleep. Their nappies and clothing are changed throughout the day as needed. Babies show through their body language that they feel happy and safe. They are developing strong attachments to staff who respond to their needs promptly. Children's communication and language is progressing well which helps to develop their skills for the future. They show confidence when talking to others and are learning how to handle books carefully. Children are becoming aware that print carries meaning. Wall displays, resources and equipment show the written word alongside pictures and objects.

Children learn about their own safety through guidance they receive from staff and their regular practising of the fire drill. Children's behaviour is good because they are kept fully involved in activities that interest them. In addition, older children are involved in writing of the rules of the setting so they know what is expected of them. All children's achievements and efforts are constantly celebrated and rewarded with praise which raises their confidence and self-esteem. Children are provided with a range of nutritious snacks, and the setting's rules with regards to items that may be included in lunch boxes helps to ensure children with nut allergies are protected. Children are protected from the possible spread of illness, germs or infection through the effective implementation of the health and hygiene policies and procedures the setting follows.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met